DOCUMENT RESUME

ED 355 230 SP 034 392

AUTHOR Hale, Marilyn
TITLE Perceptions of Participants regarding the Scarborough Board of Education's Teacher Apprenticeship Program.
INSTITUTION Scarborough Board of Education (Ontario). Research Centre Program Dept.
REPORT NO SBE-RR-91/92-07
PUB DATE Jan 92
NOTE 49p.
PUB TYPE Tests/Evaluation Instruments (160) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Admission Criteria; *Apprenticeships; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Mentors; *Nontraditional Education; Participant Satisfaction; Principals; Program Design; *Program Effectiveness; Surveys; *Teacher Education Programs; Teacher Recruitment; *Teaching (Occupation); Teaching Experience; Theory Practice Relationship
IDENTIFIERS Ontario; Scarborough Board of Education ON; Teacher Apprenticeship Program; *Teacher Candidates; University of Toronto (Canada)

ABSTRACT

Each year the Faculty of Education, University of Toronto (Ontario, Canada), receives applications from potential teachers with excellent profiles but who lack teaching experience. These applicants are possible candidates for the Teacher Apprenticeship Program (TAP), an alternative teacher education program. Those selected are placed in regular classrooms to gain experience and attend several compulsory inservice sessions. This document describes the Scarborough (Ontario, Canada) School District TAP. The overall purposes of the TAP are: to associate apprentices with successful practitioners (coaches); to marry practice to theory and research; to indoctrinate participants with the "Scarborough culture"; to maintain a Scarborough Board profile in current teacher training initiatives; to maintain and enhance Scarborough's impact on teacher education; to provide a professional growth opportunity for experienced teachers; and to provide a better trained and more knowledgeable talent pool from which to make future staffing selections. This study reports on the perceptions of 30 apprentices, 30 coaches, and 26 principals who responded to a questionnaire regarding the impact of inservices, benefits of the program, problems that arose, and suggestions for future programs. Results suggest that the TAP experience provided: growth in self confidence; development of interpersonal skills with children; and familiarity with the role of a classroom teacher. Analysis of the responses is reported in tabular and narrative form. The survey instruments and a summary of participants' comments comprising three-quarters of the document, are appended. (LL).

ED355220

Research Report

PERCEPTIONS OF PARTICIPANTS REGARDING THE SCARBOROUGH BOARD OF EDUCATION'S TEACHER APPRENTICESHIP PROGRAM

Marilyn Hale
Research Associate

#91/92-07

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Marilyn Hale
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January, 1992

Lorna Earl Ph.D., Research Director
and General Editor

ACKNOWLEDGMENTS

The author wishes to thank the following people for their contributions to this study:

- members of the Teacher Apprenticeship Program Committee, for their input into survey design and distribution:

  Sandi Zwaan, Teacher, Walter Perry Junior Public School
  Harry Hunkin, Principal, Samuel Hearne Sr. Public School
  Ed Vine, Associate Superintendent/Personnel
  Tom Hanmer, Vice-Principal, Tom Longboat Junior P.S.
  Penny Maidens, Administrative Assistant, Personnel Department

- Gerty Chiau, Temporary Clerk, for entering and analyzing the data and creating tables

- Eleanor Finlay, Secretary to Associate Superintendent/ Personnel, for entering comments

- Deborah Austin, Testing Clerk, for typing the surveys, entering comments, and typing the final report

- Yumi Nishizaki, Supply Clerk, for summarizing the comments

- Bill Baird, Research Associate, for proofing the final report

In addition, a note of thanks must be given to the teacher apprentices, coaches, and principals who participated in this study.

INTRODUCTION

Background of the Program

Each year the Faculty of Education, University of Toronto (FEUT) receives approximately 10,000 applications for 900 available vacancies. These applications are screened for academic success and then made available to readers. These readers, selected from various Boards, Scarborough included and working in teams of two, are trained to assess the qualities of each application and to recommend potential students for the regular teacher education program. Some candidates have excellent profiles but lack teaching experience. These applicants are identified by the readers to be possible candidates for the Teacher Apprenticeship Program (TAP), an alternate teacher education program. Last year, 210 candidates were recommended to TAP.

After attending a presentation by Scarborough Board staff at Birchmount Park C.I. (in April 1991) these students, who applied to the Scarborough Board of Education Teacher Apprenticeship Program, were rank ordered using criteria which would identify a "Scarborough personality": enthusiasm, risk taking, creativity, co-curricular interests, initiative, awareness of educational trends, hobbies, flexibility, interpersonal skills, and a child centred philosophy, to name a few qualities.[1] This screening resulted in an interview group of 60 applicants selected from the 190 who applied to Scarborough.

The 60 interviewed applicants were ranked, and eventually 30 of these accepted positions in the Scarborough apprenticeship program as teacher apprentices. The Scarborough TAP, beginning in September, 1991, and running to December, 1991, was developed (through a joint effort between the Scarborough Board and FEUT) to provide classroom experience for potential Scarborough teachers. These apprentices were placed in regular classrooms to gain experience. In addition, several compulsory inservice sessions were provided for teacher apprentices.

The overall purposes[2] of the Teacher Apprenticeship Program were:

- to associate apprentices with successful practitioners
- to marry practice with theory and research (e.g., inservices)
- to indoctrinate participants with the "Scarborough culture"
- to maintain a Scarborough Board profile in current teacher training initiatives

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[1] From a list of qualities for Scarborough elementary teachers originally developed during the "Interviewing/Recruitment Workshops" held in November, 1989.

[2] As outlined in a presentation by the Teacher Apprenticeship Program Committee to Senior Officials, 1991.

- to maintain and enhance Scarborough's impact on teacher education through liaison with FEUT
- to provide a professional growth opportunity for experienced Scarborough teachers
- to provide a better trained and more knowledgeable talent pool from which to make future staffing selections

Upon successful completion of the Teacher Apprenticeship Program, the students will be admitted into the FEUT program at Samuel Hearne Sr. P.S./Teacher Education Centre September 1, 1992. Plans have been set that will allow the Scarborough TAP students to have input into the design of the Teacher Education Program offered at Hearne.

Purposes of the Research Study

The principals of the participating schools and the Associate Superintendent/Schools selected a "coach" who was matched with each apprentice. The selected teacher/coach worked with the apprentice to plan a program which would benefit both the school and the apprentice. The role of the apprentice varied depending upon background and experience, and was changed as the apprentice progressed.

Since this was the first year of the Teacher Apprenticeship Program in Scarborough, the TAP committee was interested in the perceptions of the participants (teachers, apprentices, and principals of participating schools), regarding the impact of inservices, information gained, benefits of the program, problems that arose, and suggestions for future programs.

Questionnaire Development

A Research Associate worked with members of the Teacher Apprenticeship Program Committee to develop surveys for the three groups involved in the program (Appendix A). The intent was to determine their attitudes towards the program, the inservices, the apprentice/coach match, and any suggestions they may have for any similar programs in the future.

RESULTS

Return Rate

All the surveys sent out to the 30 teacher apprentices, 30 coaches, and 26 principals were completed, resulting in a 100 per cent return rate.

Teacher Apprentice Results

When asked to what extent they felt the TAP experience helped them, the majority of apprentices indicated that it helped them "a great deal" in the following areas: "grow in self confidence as a potential teacher" (93%), "facilitate the development of their interpersonal skills with children" (93%), and "experience what it means to be a classroom teacher" (80%). The majority felt it helped them "somewhat" to "facilitate the development of their skills with adults" (63%) (Table 1). (It will be noted that the table titles correspond to questionnaire items found in Appendix A.)

TABLE 1

Q1. To what extent do you feel that the TAP has helped you:

	Hardly at all %	Somewhat %	A great deal %
Grow in self confidence as a potential teacher	-	6.7	93.3
Facilitate the development of your skills with adults	3.3	63.3	33.3
Facilitate the development of your skills with children	-	6.7	93.3
Learn techniques of effective classroom management	3.3	26.7	70.0
Practise techniques of effective classroom management	6.7	30.0	63.3
Experience what it means to be a classroom teacher	3.3	16.7	80.0

The responses of the apprentices to the question regarding the extent to which the inservices they attended increased their knowledge about the selected topics indicated that the presentations on "Mathematics" (93%), "Active Learning" (90%), and "The Writing Process" (87%) had "very much" of an impact. Those inservices dealing with "Values Education" (50%) and "Reading" (57%) has less of an impact (Table 2).

Suggestions for future inservices from the apprentices included: longer sessions, more inservices, and additional topics such as "fine arts in the classroom", "behaviour/discipline", and "classroom management strategies" (Appendix B).

Eighty per cent (80%) of the apprentice teachers thought that their student/coach match was "very successful" (Table 3).

TABLE 2

Q2. To what extent do you feel that the inservices have increased your knowledge about:

	Hardly at all %	Somewhat %	Very much %	Did not attend %
Active Learning	-	6.7	90.0	3.3
Values Education	3.3	33.3	50.0	13.3
Mathematics	-	-	93.3	6.7
Reading	6.7	26.7	56.7	10.0
The Writing Process	-	13.3	86.7	-

TABLE 3

Q3. Success of match

	Hardly at all %	Somewhat %	Very successful %
How successful do you feel your student/coach match was?	10.0	10.0	80.0

Comments

The rest of the survey provided the apprentices with the opportunity to comment on benefits and problems of the program and suggestions for future programs. A summary of the comments can be found in Appendix B. The reader should keep in mind that more than one comment could be made by a single individual for each question. Therefore the number of comments indicated does not necessarily represent the number of people making them.

Generally, the respondents stated that the TAP experience provided them with the opportunity to interact with staff and students, and gave them a chance to see how a school system works. This helped them develop self confidence and improve their self esteem.

The major problem encountered appeared to be a lack of role definition for apprentices and coaches. Sometimes the apprentices did not know what was expected of them. This appeared to improve as time passed.

Suggestions for future Teacher Apprenticeship Programs included: clarifying expectations of apprentices and coaches before the program begins with follow-up during the program;

increase the amount of weekly time spent in the program; and provide apprentices with the opportunity to be involved in other classes even just to observe.

Additional comments were supportive of the program and enthusiastic about having the opportunity to participate in the program.

Teacher/Coach Results

The teacher coaches surveyed indicated that the TAP experience allowed them to "experience the satisfaction of helping a future professional grow and learn" (83%), "reflect on their own teaching philosophy" (80%), and "have another adult role model in their classroom" (77%). Over one-half of the coaches (53%) thought they "acquired new ideas and approaches to teaching" from the apprentices (Table 4).

TABLE 4

Q1. To what extent do you feel your involvement as a teacher apprentice coach has provided you with the opportunity to:

	Hardly at all %	Somewhat %	A great deal %
Reflect on your own teaching philosophy	-	20.0	80.0
Dialogue with another adult about child development and learning	-	26.7	73.3
Have another adult role model in your classroom	6.7	16.7	76.7
Acquire new ideas and approaches to teaching	26.7	53.3	20.0
Experience the satisfaction of helping a future professional grow and learn	3.3	13.3	83.3

Eighty-three per cent (83%) of the coaches indicated that their student/coach match was "very successful" (Table 5).

TABLE 5

Q2. Success of match

	Hardly at all %	Somewhat %	Very successful %
How successful do you feel your apprentice/coach match was?	3.3	13.3	83.3

Comments

The remaining questions provided the coaches with the opportunity to comment on the benefits of the program, any problems that arose, any suggestions they might have for future TAP initiatives, and any additional comments they wished to make (Appendix B).

The major benefit identified by the coaches of the teacher apprentices was having another adult in the class to provide additional help in meeting the needs of the students. This took the form of individual or small group work, enrichment activities, and assistance on excursions. Through their observation of the children, the apprentices also provided the coaches with a different perspective of their students.

A further benefit, according to the coaches, was that the teacher apprentices provided feedback to them regarding their philosophy and their program.

As with the teacher apprentices, the coaches expressed the need for more direction from the Board earlier regarding expectations. It was suggested that meetings should be held before the program begins to outline expectations on both sides (e.g., who keeps attendance records of teacher apprentices). Furthermore, one inservice along these lines was not seen as enough.

Another issue addressed by the coaches was that the time allotted for the students (2 1/2 days, 1/2 a day each day for a week) was not enough. There was little time for discussion or setting out daily expectations.

Suggestions for future Teacher Apprenticeship Programs included: the provision of specific expectations either before the year begins or right at the beginning of the year to assist in the development of good working routines early in the school year; the development of an evaluation checklist for the coaches; more combined workshops with the teacher apprentices, or send teacher apprentice workshop information to coaches; and the extension of the length of the program (e.g., to three full days per week, or into January).

Additional comments showed the coaches to be eager participants in a program in which they would participate again.

Principals' Results

The principals of schools in which the TAP students were involved were asked about the amount of feedback they received from staff members (93%) and from parents (30%) about the program. The staff members said that they enjoyed the interaction with the apprentice, thought the program was successful, and some wished to find out how they could become coaches. From the few parents who provided feedback to the school, appreciation was expressed about the individualized support their children received in class (Table 6).

TABLE 6

Q3, Q4, Q6. Receive feedback about the program and participate again?

	No answer %	Yes %	No %
Did you receive any feedback about the TAP from staff?	-	92.3	7.7
Did you receive feedback about TAP from parents?	3.8	30.8	65.4
Would you be likely to participate again?	-	100	-

When asked whether or not they "would be likely to participate again should the opportunity arise", **all** (100%) said "yes". Principals cited the positive attitude of the apprentices and benefits to all involved as reasons for continuing to participate in TAP.

Comments

Principals had the opportunity to comment on the benefits of the program, any problems that arose, and suggestions they might have for future Teacher Apprenticeship Programs. Some benefits cited were: encourages collaboration, adds an extra dimension in the class, added a resource person, and offered greater individual assistance.

While the problems listed by the principals were few, they centred around lack of knowledge regarding expectations of all parties concerned, which has been echoed by both the coaches and the teacher apprentices.

Suggestions for future Teacher Apprenticeship Programs centred around extending the length of time in the school, providing a list of expectations for apprentices including where they can be used in the school (e.g., supply, yard duty, lunchroom supervision), giving more guidance as to expectations of the schools involved, more contact with coaches, and placing more TAP apprentices in schools.

Other comments made by the principals were in support of the program concept and an appreciation of the process.

CONCLUSIONS

After examining the responses from the participants in the Teacher Apprenticeship Program in Scarborough, it is clear that the first year of this program has been a successful one:

- apprentices appreciated gaining the knowledge of the teaching/learning process
- coaches were appreciative of the additional and individualized help
- principals saw the process as good for their schools.

The major change suggested for future Teacher Apprenticeship Programs was a more formal, concentrated inservice or preservice plan to be run by the Board where the three groups (but mainly the apprentices and the coaches) would receive clear directions and expectations regarding the involvement and monitoring of the apprentices. This would also give the coaches the opportunity to communicate with each other with respect to their roles.

APPENDIX A

SURVEYS

TEACHER APPRENTICESHIP PROGRAM (TAP)

TEACHER APPRENTICE SURVEY

(Please circle the appropriate response.)

1. To what extent do you feel that the Teacher Apprenticeship Program has helped you:

		hardly at all	some-what	a great deal
(a)	grow in self confidence as a potential teacher	1	2	3
(b)	facilitate the development of your inter-personal skills with adults	1	2	3
(c)	facilitate the development of your inter-personal skills with children	1	2	3
(d)	learn techniques of effective classroom management	1	2	3
(e)	practise techniques of effective class-room management	1	2	3
(f)	experience what it means to be a class-room teacher	1	2	3

2. (i) To what extent do you feel the following inservices have increased your knowledge and understanding of contemporary school practice?

			hardly at all	some-what	very successful	did not attend
(a)	Sept. 13th	Active Learning - Ron Benson	1	2	3	4
(b)	Oct. 8th	Values Education - Judy Clarke	1	2	3	4
(c)	Nov. 7th	Mathematics - Jan Cornwall	1	2	3	4
(d)	Nov. 25th	Reading - Bonnie O'Donoghue	1	2	3	4
(e)	Dec. 13th	The Writing Process - Ron Benson	1	2	3	4

2. (ii) Any suggestions for future inservices?

_____

_____

_____

_____

	hardly at all	some-what	very successful
3. How successful do you feel your student/coach match was?	1	2	3

4. What are the benefits of the Teacher Apprenticeship Program?

_____

_____

_____

_____

5. What problems arose, if any?

_____

_____

_____

_____

6. What suggestions do you have for future Teacher Apprenticeship Programs?

_____

_____

_____

_____

7. Additional comments:

_____

_____

_____

_____

Please return the completed survey in the enclosed envelope to Harry Hunkin on Friday December 13, 1991

Note: Your name will be removed before data are analyzed.

TEACHER APPRENTICESHIP PROGRAM (TAP)

COACH SURVEY

(Please circle the appropriate response.)

1. To what extent do you feel your involvement as a teacher apprentice coach has provided you with opportunities to:

		hardly at all	some-what	a great deal
(a)	reflect on your own teaching philosophy	1	2	3
(b)	dialogue with another adult about child development and learning	1	2	3
(c)	have another adult role model in your classroom	1	2	3
(d)	acquire new ideas and approaches to teaching (from apprentice)	1	2	3
(e)	experience the satisfaction of helping a future professional grow and learn	1	2	3

		hardly at all	some-what	very successful
2.	How successful do you feel your student/coach match was?	1	2	3

3. What are the benefits of the Teacher Apprenticeship Program for you?

_____

_____

_____

_____

4. What problems arose, if any?

5. What suggestion do you have for future Teacher Apprenticeship Programs?

6. Additional comments:

Please return the completed survey by Wednesday December, 18, 1991 in the enclosed envelope to the Research Centre, Level 2

Note: Your name will be removed before data are analyzed.

TEACHER APPRENTICESHIP PROGRAM (TAP)

PRINCIPAL SURVEY

1. List the benefits experienced by your school through involvement in the Teacher Apprenticeship Program.

_____
_____
_____
_____

2. What problems arose, if any?

_____
_____
_____
_____

3. Did you receive any feedback about the program from staff? Yes ❑ No ❑

If yes, describe. _____
_____
_____
_____

4. Did you receive feedback about the program from parents? Yes ❑ No ❑

If yes, describe. _____
_____
_____
_____

5. What suggestions do you have for future Teacher Apprenticeship Programs?

_____
_____
_____
_____

6. Would you be likely to participate again should the opportunity arise? Yes ❑ No ❑

Tell why or why not. _____

_____

_____

_____

_____

_____

7. Other comments. _____

_____

_____

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_____

Please return the completed survey by Wednesday December, 18, 1991 in the enclosed envelope to the Research Centre, Level 2

Note: Your name will be removed before data are analyzed.

APPENDIX B

SUMMARY OF COMMENTS OF PARTICIPANTS

TEACHER APPRENTICE SURVEY

COMMENTS

Q2.(ii) Any suggestions for future inservices?

NUMBER OF COMMENTS	SUGGESTIONS
9	More inservices
	- Phys. Ed.
	- classroom management techniques/strategies(2) (i.e.actual practical methods of positive reinforcement/more hands on
	- behaviour/discipline (2) (gives us better idea of what authority we have/how to deal with any behavioral problems that may arise)
	- "arts" (Fine arts, drama to help in language programs, art, music, etc.)
	- children's learning attitude in school
	- geared for supply work
6	perhaps a full/whole day
	- more time needed
	- often ran out of time
	- always rushing
	- longer sessions would allow for more ideas /suggestions to bring to their placement
	- allow presenters more time
	- not adequate to address in depth subject under discussion
3	provide "semi-inservice" geared towards "housekeeping" matters, prior or at the end of the course; for all questions/process regarding TAP so that inservice time is not lost. This would allow for more concentration on the actual inservice topics (always seemed to be preoccupied with questions re: application, supply teaching, etc.)

2	a "rap session" on all our TAP experiences
2	more information on inservices/resources available to teachers (e.g. Learning Resource Centre) would have been interesting
1	state goal of each session
1	make clear the philosophical stand of this school board
1	focus on specifics, such as reading, math, writing, etc.; specific area should be addressed
1	visitation of various centres (science, math, music, McGriskin, etc.)
1	perhaps dividing the class into smaller groups would help
1	difficulty of access by subway - (some thoughts towards ease of access for inservice school meeting places next year)

COMMENTS

1	I feel that they were superb
1	I enjoyed viewing the various schools that the inservices were held in
1	I thought they were GREAT!
1	no, the inservices were very informative and well planned; it was evident much work was involved in them
1	I met the Enrichment Teacher. She was excellent. I got several ideas for supply teaching from her. She could provide a more practical inservice, geared for supply work.
1	one of the best components of the program excellent

TEACHER APPRENTICE SURVEY

Q4. What are the benefits of the Teacher Apprenticeship program?

NUMBER OF COMMENTS	BENEFITS
26	a great and valuable learning experience: (opportunity to gain confidence and knowledge in a classroom setting; to take over a class and learn day to day activities; preparing and giving lessons
6	"Hands on" experience, learning from people rather than books very effective; build up resources; teaching skills/strategies/ curriculum; strengthen our ability and desire; challenges and rewards; how to self-evaluate
4	Coach is there for consultation, and with the guidance of the supportive coach, gain experience and confidence on how to control a class; run a good program; share ideas
4	a chance to find out if teaching is really for me, or "level/areas" is right for me.
3	a pre-service for the participant before actual teaching; a sense of classroom management; children background and culture of the school; what is involved in being a teacher; insight into the teaching profession
2	actively involved in school activities; treated as a "real teacher" by students; experience daily "school-life"
2	definite asset; helped improve self-esteem and confidence; want to be a teacher even more
2	great in seeing growth and development over long term; gain excellent experience being with same group of children
1	a major resource, have collected so much
1	an extra year of exposure and guidance
1	aware of planning that needs to be prepared for the school year
1	learn how school system works; Board policies
1	development of interpersonal skills with children of different grades
1	TAP ensures acceptance to FEUT
1	a year of experience so one can absorb the school atmosphere, without the worries that can be present in the Faculty
1	got to see part of real life teaching situation; made new friends; feel

more confident in my career choice

1 can have as much or as little responsibility as you feel you can handle; nice to be able to help without necessarily being responsible

Q5. What problems arose, if any?

NUMBER OF COMMENTS	PROBLEMS
6	a bit of confusion at the beginning as to the role and expectations of the TAP position for the school/coach/principal
4	occasionally not sure about my role (unsure if I could attend inservice sessions, which I wanted to; what the coach teacher wanted from me)
3	duties - treated more like a E.A. than a teacher; general help to entire staff; used for things other than teaching; hardly any teaching responsibilities (e.g. fundraising, counting, ordering, marking, photocopying) these should be part of it, not all
2	philosophy of teaching differed greatly from that of Principal/teachers at the school, not a style that I wish to emulate
1	minor problems with the coach since she did not communicate well, not very personable (she was like this also with the entire staff)
1	working around another job - been a little stretched
1	being placed where "October move" occurred; new school, portable, feel a little isolated
1	Principal/V.P.not involved too much (i.e. never was introduced, not a part of the school, many did not know who I was
1	financial- until I was made aware that I could clump my days into 2½ days instead of 5 half days weekly
1	some teachers were quite disappointed that I preferred to practise more teaching and planning
1	conflict with coach teacher due to lack of information for both parties.
1	my coach has a very traditional teaching style

	COMMENTS
1	there weren't any real problems - had a lot of support when the coach teacher was away from the Principal
1	none - the TAP coach and I had an excellent relationship, and she was a great role model. We were very compatible
1	I had no problems and I am sad to see the program come to an end. My

	coach teacher has also become my friend and I feel very fortunate
1	so far so good
1	good and bad experiences were both learning experiences

TEACHER APPRENTICE SURVEY

Q.6 What suggestions do you have for future Teacher Apprenticeship Programs?

NUMBER OF COMMENTS	SUGGESTIONS
7	Coach teachers and TAP students get together as a group in August - see the school and classroom before school starts; discuss what exactly is expected of the students - answering questions (instead of taking away valuable inservice time)
6	rotate to other grades and teachers would be a bonus to TAP student, to see philosophies and room set-up of others; develop rapport with different age groups
5	have it clear from day one what is expected from the coach and student; inform what is going on, e.g. TAP students to teach, not just to observe
4	all-day placement would be "amazing" - extend hours to promote more involvement with school, in all subject areas
3	make it a full one year - or full days of half a year - change grades and teachers half way
1	TAP students become more involved in actual teaching/submit lesson plan sometimes
1	TAP students have some say in where they can be placed and with whom
1	formal introductory sessions before starting
1	TAP students in groups of 2 or 3 - will be of benefit by having another student there to bounce off ideas, and for support
1	explain to school staff the role of TAP student
1	two 8-week placements rather than one 16 - week (learning another teaching style, as well as another group of children)
1	more hours available i.e. 30 hours a week (paid more or same)
1	choose coaches who have more progressive style
1	more in-service programs, they were all informative and enlightening
1	give TAP students rights and privileges same as U. of T. FEUT students e.g. university I.D. cards, etc.

1	quicker initial contact with TAP students, incorporate us into FEUT extra curricular programming
1	become more involved with other classes on a more permanent basis, rather than temporary
1	pick coaches using more stringent criteria please

COMMENTS

1	very good program that gives a wonderful opportunity to see if you're cut out to be a teacher. I can't make any real suggestions
1	a little more money of course would be nice but not necessary since I think everyone would have entered the program even if it were for free. It's nice getting to know the group and being able to stay together next year

TEACHER APPRENTICE SURVEY

Q7. Additional Comments

NUMBER OF COMMENTS	COMMENTS
19	an invaluable/fantastic learning experience; cannot express the amount of confidence and knowledge gathered from the program; Thank You; hope it continues; very impressed and grateful to the Scarborough Board; looking forward to next year's program
2	sat down with coach at the start and talked about goals and expectations; the coach helped me fulfil these goals by giving me appropriate activities; presenting situations; freedom to do assignments with children
2	everyone should participate - enormous benefit; feel very prepared to teach; can't wait until my faculty year and my teaching rounds
1	it was good fun!
1	would be really interesting to spend entire year with the same classroom and group of children
1	excellent program flexibility that should be expanded
1	being assigned a "school" (as opposed to a teacher) would help to see how a school works as a whole
1	grateful for this program - well on my way in carrying out my dreams of being a teacher. If it were not for Tap, I won't know what I would be doing now or in the future
1	try to match students/coaches according to values/interest - perhaps a questionnaire
1	I may have gained more if I had been left in the room completely on my own - it may have strengthened me further
1	better selection of coach/classrooms for more model settings - mine was excellent but some others did not have the same experience
1	school staff very friendly and accepting of me actually feel part of a school team
1	the E.A. at our school is going to have more experience- (full day at $18 hr.) although not accepted into teacher's college yet. - I felt at a disadvantage, when TAP students should be getting most out of the opportunity to work in a school

1	meeting educators supportive of progressive active learning model of classroom management, has been exciting and inspirational. Good to know Scarborough Board is supportive of this style of education
1	great that we will all be together again next year and at Samuel Hearne Sr. P.S.
1	fortunate to have such a supportive coach - our philosophies about teaching and discipline were very consistent - worked well together
1	greatly encouraged by the teaching and the vision for education by the supervisors
1	in-services were very exciting
1	great if hours expanded more than the present 15 hours
1	meeting educators who are supportive of a progressive, active learning model of classroom management has been exciting and inspirational. I am looking forward to trying this new approach in my own classroom. I only wish I could have seen such a class in action by now. After weeks of working at my placement, which at times can be rather discouraging, it is very encouraging to hear the ideas from others. It is good to know that the Scarborough Board is supportive of this style of education.

COACH SURVEY

COMMENTS

Q3. What are the benefits of the Teacher Apprenticeship Program for you?

NUMBER OF COMMENTS	BENEFITS
40	having another adult in the room was a refreshing experience; as an additional needed assistant; work together and confer with; share in parents interview; friendship; collaboration; edit stories; establish rapport; help on excursions; supervise activities; allows for planning and preparing; daily marking; provide time to observe children; duplicating; activity cards; bulletin board; computer lab; strings program; some extra time to fulfil commitments
25	class can be divided into groups for each of us to work with; students benefitted from small groups by having individual help and instruction; (reading); meet their learning needs better and faster
8	provide opportunity to reflect on my own philosophy; analyze my approach to teaching and making changes; aware of reasons for my teaching styles; try things I have not considered
4	TAP student brought in a plethora of ideas; helped me develop as a professional; enriched the learning environment of the classroom
4	opportunity to observe students through other's eyes
2	a team teaching format is excellent; plan special events together
1	nice to get feedback on programming from an informed person
1	since only two men on staff, another male role model for school
1	was a real "pick me up" to be exposed to the enthusiasm and youth
1	comments from parents were very positive
1	students enjoyed attention they received
1	extra pair of hands to help with difficult Grade 1 class
1	TAP student presence was i luable when two ESL students arrived
1	TAP student will make excellent teacher

1	provide another adult role model for the children
1	feel successful, feel good about being coach teacher
1	positive feeling watching growth in TAP student; happy to see them feel good
1	provided Kindergarten classroom with needed support; to plan and present program; to interact and assist children

COACH SURVEY

Q4. What problems arose, if any?

NUMBER OF COMMENTS	PROBLEMS
12	more input from the Board-lack of information early in the program for both coach and student; who is responsible to keep track of absence; should they be experiencing other grade level; how much responsibility should be given to them; how much preparation was expected (trust student fulfilled required commitment and made up for sick days)
1	student had a great deal of difficulty relating to the children and needed me to handle any problems
1	unprepared for assigned responsibilities and showed little interest or initiative in the classroom
1	I do not know how she will cope in the role of a supply teacher
1	problems which occurred were with behaviour and the establishment of firm discipline
1	teacher candidate was SUPERB! - however he was "clock oriented: (i.e., paid for 3 hours, in for 3 hours - open the purse strings and pay for ½ hour a day extra
1	January 6 - without my TAP student
1	excursions - even morning only became overtime for our TAP student
1	one inservice is not enough
1	concern with, in at 9am and out at 12, so little time to conference, to set out daily expectations
1	found valuable prep time was spent helping my student and not on needed class work which I consequently had to stay later to do or take home
1	a good idea to give TAP students guidelines as to appropriate arrival and departure times
1	student had high unfulfilled expectations of the program
1	the embarrassment just before school opened, TAP student had received my name, school and was informed that I would be in contact, however, I was not in receipt of similar information, the student had to telephone me at school after contacting Personnel

who then tried to contact me. How embarrassing!

1 student and coach were not always sure of boundaries (i.e., should student teacher be allowed to work alone in class?)

1 TAP student got along well with the majority of the students. Was concerned with classroom management foremost, dealing with individual who seems to want the teacher's attention all of the time and also with those students who were not able to stay focused during lessons

1 one of the difficulties with the program was finding the time needed to discuss student progress and curriculum implementation

COMMENTS

1 the TAP student and school have the freedom to discuss the time arrangement - 2½ days - student benefit from seeing pm program

1 will miss having the TAP student

1 apprentice was an excellent professional and a fine person

1 apprentice was a mature, responsible young woman who was eager to learn and was self motivating

1 would greatly appreciate keeping teacher apprentice for the full year

1 wonderful partner has to leave, that is going to be difficult

COACH SURVEY

Q5. What suggestions do you have for future Teacher Apprenticeship Program?

NUMBER OF COMMENTS	SUGGESTIONS
10	more comprehensive information package and formal information session at the beginning are necessary to clarify the role of both apprentice and coach; guidelines regarding specific expectations of TAP student would have helped start the program more successfully and develop good working routines early
6	prior to first day, have workshop for teachers and students together, to share ideas, clarify role/expectations/responsibilities
2	beneficial if it is full days, would have opportunity to see how entire day goes, as TAP students see only certain subject areas for half days
2	evaluation checklist for us to use with the TAP student
2	extend the program to 1 full year - question whether the candidate is ready to supply teach after only 4 months in the classroom
2	ensure all people concerned, (e.g., coaches) are informed earlier that they are involved in the program
2	hours 9:00 - 12:00 is not convenient - if time is 8:15 - 12:00, TAP student could help with early morning extra curricular activities; planning and preparation
2	more interaction with other coach teachers
2	time set aside where coach and apprentice could discuss concerns, list most positive experiences and valuable moments, these can be incorporated in program
2	successful TA be given option of staying with school for the remainder of the year (with financial compensation from the Board)
1	classroom visitation by a supervisor might be helpful
1	work with several age groups
1	perhaps get a copy of the materials they receive during the workshop, so you know what has been covered
1	TAP students need to be paid in another way, not hourly

1	assign apprentice teachers to school after December, coming in on the days when they are not supply teaching
1	monthly sessions with other coach teachers, with or without apprentice
1	inservice sessions be done before students start their classwork
1	would be nice to have more TAP students, more teachers could benefit from this program
1	make cut-off time flexible
1	perhaps a form that coach could fill out to provide feedback
1	TAP student could be responsible for certain reading (books, etc.) so they may have background knowledge on how children learn; latest teaching strategies; style of learning; theory we don't have time to share with them

COMMENTS

1	do not know how the apprentices are selected but do not feel the student demonstrated any qualities expected in a teacher
1	is quality of teaching by these people important?
1	liked the way the program was run
1	having the TAP student attend in-services and workshops in turn helps us rejuvenate ourselves as well as our philosophies and methodologies

COACH SURVEY

Q6. Additional Comments

NUMBER OF COMMENTS	COMMENTS
14	thank you for allowing me to be part of the program; would like to have an apprentice again; continue program
9	recommend this program enthusiastically; benefit to students, staff, TAP student; have been worthwhile
7	since these people are going to supply teach in the new year, it is beneficial for them to experience a variety of classroom environments; personal experience meaningful, such as observing routines, management techniques, being in charge, planning centre and activities, lessons, visiting other grades
5	amazed at the high calibre and abilities of the successful candidates. They will be well prepared for the first day of being teachers
1	continue to in-service candidates monthly
1	make it a full day program - half day made it difficult to have necessary discussions or follow-up
1	very satisfied with my student. I hope that in the future more of the teachers who are chosen to have a student reflect current teaching philosophies supported by the Board. Through my students, I learned that several students were matched with a teacher whose practices did not reflect the Board's at all. It makes it very difficult for the student when this happens
1	I think the in-service held at the beginning of the program was very worthwhile and certainly outlined what was expected of the teachers. I found it impossible to meet all of the objectives due to time restrictions and the inexperience of my student
1	since the students are being paid, I think they should be held accountable for their time. With the number of qualified people trying to enter the faculty I am disappointed in the selection process for teacher apprentices
1	have a meeting of "coaches" at the beginning of the year to go over candidate qualifications and attributes (i.e., our school drastically needed another male on staff and having a male candidate was excellent)
1	I like to get involved with the program. Perhaps I was fortunate

to have a very pleasant and responsible student. We like the interaction opportunities for adult dialogue and presence of another caring adult in the classroom. The students knew that there is no performance evaluation hence they were free to take risks

1 I would highly recommend our apprentice be hired by the Scarborough Board next year. We have become good friends and a successful teaching "team"/thank you for this opportunity

1 I would like to see the students hired for the year. From Sept. until the end of Dec. they could help out as an aid in more than one classroom. For the rest of the year they could work as supply teachers in their school when needed. When not needed as supplies they could increase their experience in classroom. At the end of the year, the TAP student will know if they really want to teach and the host school staff can evaluate whether this person is suited to teaching.

1 the TAP is an excellent idea. It was an enriching experience for the student, coach and of course the children. However, a mid-term meeting with other coaches would have given us the opportunity to discuss what we were doing with our TAP students and how to avoid any subtle conflicts or deal with covert feelings

1 this was a wonderful program to be involved in. We got along together very well and I had been concerned about who would arrive on the first day. I had a difficult situation with co-op student in the past and was initially concerned about this happening again. Other staff members benefitted from this as well and wished they had been involved

1 my student and I were able to team teach. We were consistent with the student and able to provide a lot of individual guidance during activity times. My student was eager to try teaching in the different grades and was given the opportunity to do this. This was a marvellous experience for me. Observing a young person with the talent for teaching children and the ability to observe children, then respond appropriately was worthwhile

1 my TAP experience was just wonderful! I don't know how I'll manage in January. The students in the class also benefitted greatly by the experience. It was also good to have someone of the opposite gender in the primary classroom as a role model. My TAP student and I worked out a schedule so that whole days were spent at school. I think this gives greater continuity for the TAP student. My student became actively involved in the total school program e.g., volunteered to attend and contribute during the parent interviews, helped and attended the Christmas concert and coached 2 volleyball teams. My student was very dedicated and industrious and will be a terrific teacher, a real asset to any staff! I wish I could be the coach for his year

	at the Faculty of Ed. as well
1	I believe that the Teacher Apprenticeship Program has been an excellent experience for me and my classroom. My teacher apprentice was an outstanding candidate who displayed the necessary qualities needed in the teaching profession
1	she was a super addition to our class. We will miss her greatly. Having an apprentice allowed me to be more organized as well as provided me with the opportunity to observe my class functioning while another was teaching. Having her participate in all the classroom ups and downs will give her a much more realistic picture of what to expect. I was able to try more ambitious projects when there was another set of hands. It also made me analyze my own expectations and my manner of giving instructions. It was a very positive and worthwhile experience
1	most of all the opportunity to learn without any evaluation or criticism
1	I feel the TAP program is a excellent way to initiate student teachers into the real classroom situation before attending education programs at University
1	I would be glad to have one next year
1	I think this is a wonderful program. I have had a great experience with my TAP student. I only wish there was more contact with other coaches and with the people who are in charge of the program. I felt at times like I was in the dark about my role and what I should be expecting from the student. All in all I really felt positive.
1	I was very pleased working with all of the TAP students in our school. They were most helpful in activities outside of the classroom. Each of them showed a genuine interest in the program and concern for individual improvement.
1	having another adult present made me more aware of what I was doing. It also made me a better communicator, realizing that I was not dealing with someone who was in the faculty and who knew "school jargon"
1	the program was very beneficial for my students and myself. However, four months of working in a classroom seems an easy price to pay for a spot in the faculty. I wonder how our educational assistants feel after putting in years and still not getting in? A student going on supply after Christmas would be making more money per day than an assistant.

PRINCIPAL SURVEY

COMMENTS

Q1. List the benefits experienced by your school through involvement in the Teacher Apprenticeship Program.

NUMBER OF COMMENTS	BENEFITS
10	four months of help from a keen, young, enthusiastic, caring adult--lighter load for classroom teacher means improved curricular implementations, enable to set up work centres, assist in emergency classroom coverage
9	added flexibility to program re: meeting individual pupil needs on a regular basis (i.e., reading, math); enriching opportunities for the children
8	teachers had an extra pair of hands in the classroom
6	a benefit when classes went on excursions, an instant volunteer for field trips
6	allowed teacher flexibility to work with smaller groups; increased student/adult contact time
4	TAP student was very efficient, an asset in the classroom, helped with a variety of children from Gr. 1-6; children in various classrooms benefitted
4	additional talents available to pupils and staff; added resource personnel; shared expertise in various areas
3	additional assistance for large classroom, one to one conferencing; classification concepts; allow for consistency in directing kids; accompanied staff on yard duty; took part in morning cross country health hustle program; lunchroom supervision; strings program; fundraising; boys volleyball team
3	fosters collaborative learning; sharing of ideas and concerns; help with evaluation
2	pupils benefitted from association and support
2	team teaching, integration concept greatly enhanced
2	another male role figure in the school
2	help at Christmas concert

1	sat in and contributed to interviews
1	highly motivated "teacher" to work in primary area, complement regular staff
1	good professional development for teachers already on staff
1	our receiving teacher has been able to provide a more effective hands on
1	provided an additional kindergarten support staff to plan and deliver program, interact with children; to discuss and assess program/children
1	outstanding co-operation with the Gr. 2 teacher
1	provided opportunity to foster people coaching/mentoring
1	provided opportunity for outreach and contribution to training of future educators
1	encourage regular teacher to do more extensive planning
1	used as an occassional teacher when others were not available
1	TAP student's computer expertise allowed teachers an extra dimension in the preparation of classroom activities
1	has shown initiative in planning an excursion to the zoo to culminate a Teddy bear unit
1	TAP student we have is superb; her commitment to her students, her willingness to learn and to share in the complete school life make her an invaluable asset to our school

PRINCIPAL SURVEY

Q2. What problems arose, if any?

NUMBER OF COMMENTS	PROBLEMS
1	entire staff wanted our TAP student for longer periods of time
1	none that could not be solved
1	candidate was weak, needed much direction and supervision, had little initiative or sense of what teaching is all about
1	any problems that we had centred around our specific teacher apprentice, not the program itself
1	suggest payment be made to candidates for 3½ hours (8:30-12:00) tendency to work only for time paid because candidate has other job and financial commitments; has been punctual and cooperative
1	perhaps more information could be sent out prior to the commencement of the program so that the "coach" teacher could be more prepared concerning the expectations of all concerned parties
1	some lack of knowledge regarding expectations for TAP student
1	who was tracking attendance?
1	was there ongoing evaluation of TAP student growth of program?
1	co-operative person required considerable mentoring
1	I believe the teacher and TAP student felt more contact with those in charge of program would be beneficial.
1	roles and expectations were not clear to them

PRINCIPAL SURVEY

Q3. If yes, describe feedback about program from staff

NUMBER OF COMMENTS	FEEDBACK FROM STAFF
12	positive comments from staff; usefulness of Teacher Apprentice from host teacher; TAP student was excellent; great rapport with pupils; very receptive to ideas presented; willing to support the school in any way; interacted well with the staff; everyone enjoyed working with TAP student and appreciated the help
4	staff excited about concept, apprenticeship is the way to go
3	staff appreciated additional adult support and the opportunities the TAP provided for children
2	how do we get more? want to know about the program, how they were selected, how they might become involved
2	all the staff wish to participate
2	those who had student think its great
1	peer coaching/mentoring takes time
1	would full time Sept-Dec. not be better?
1	master teacher was very frustrated
1	positive feedback particularly from the teacher of Gr. 1 class
1	has assisted other staff on excursion because of a shortfall of parents; also assisted in computer lab
1	many commented on the professionalism and maturity of the Teacher Apprentice

PRINCIPAL SURVEY

Q4. If yes, describe feedback about the program from parents

NUMBER OF COMMENTS	FEEDBACK FROM PARENTS
1	like extra attention
1	indirectly because the parents mentioned that they liked working with apprentice
1	parents are aware and appreciate support, candidate was present for meet the teacher night and helped distribute cookies to parents during December interviews
1	parents really appreciated the individualized support of their children in class made possible by the TAP student
1	in working and interacting with the kindergarten parents, the parents found our teacher apprentice to be very responsive to their needs
1	a fine ambassador for our school and the kindergarten program
1	at interviews many parents expressed their appreciation
1	were pleased with her involvement, particularly the parents of the children who received enrichment through the apprentice
1	parents wanted to know his "place" in the class
1	very positive feedback

Q5. What suggestions do you have for future Teacher Apprenticeship Programs?

NUMBER OF COMMENTS	SUGGESTIONS
5	program concepts great - definitely a program worth repeating/continued
4	expand - extend time in school; open to more studentS
4	clarify role of TAP students; guidance as to expectations of school (use them in classes when we don't have a supply teacher? yard duty? lunchroom supervision?)
3	useful/benefit to Teacher Apprentice, host teacher, Scarborough
3	should be longer - greater advantage if full-year in school (financial considerations are a problem I'm sure)
3	should be available during teacher hours, 8:30 - 12:15
2	overlap with emergency supply opportunity - available when needed - way to lower P.T.R. and to alleviate supply teacher problems
2	wonderful idea - wish we had more candidates - tremendous asset to school
2	more initial training; more information about program for coach/student; redefine hours
1	full time Sept. - Dec. to experience full timetable and one term
1	closer screening of candidates re: overall skills, interests, etc.
1	very beneficial to apprentice and children
1	list of expectations for apprentices
1	too soon to be supply teaching
1	we have several master teachers from whom aspiring teachers can learn
1	would place TAP students only with experienced master teachers
1	more contact with coaches
1	feedback re: TAP student wanted; if so when and who to contact
1	for TAP supervising teachers and TAP students, lay out an informal schedule for observation and practice outside the supervising class (e.g.,

timelines, etc.)

1 if hoping to specialize, the TAP could be assigned to prep time specialist (to Phys Ed. for half day and regular program half day)

1 make sure that the Principal is well informed about the TAP

1 it was embarrassing to have the TA contacting us and we didn't know his name or that he would be arriving on the first day

PRINCIPAL SURVEY

Q6. Would you be likely to participate again should the opportunity arise?

NUMBER OF COMMENTS	COMMENT
1	definitely. The calibre of the TAP student we received was excellent. Her abilities to work with children and teachers were superior. There were so many positives that there is not room to list them all but, generally, she enhanced the program and the experience from our perspective was and is totally positive.
1	many positive spin offs
1	as stated earlier all parties benefitted from this program
1	successful worthwhile program
1	still think it is an excellent program and can offer many benefits to students, staff and of course the candidate
1	both individuals responsible. We were flexible to accommodate person's job because of interest and dedication. Positive working relationships decreased number of kids in specific groups
1	a very worthwhile, positive feeling is created in the school
1	absolutely, smaller school can always use the extra resource personnel
1	the TAP's are keen/enthusiastic
1	definitely, the program provides "on the job" training for individuals who want to enter the teaching profession
1	the children in this P.A.S. need as much individualized (adult) contact as possible
1	even though we had a negative experience, felt benefits of program were good, also feel benefits for apprentice are good, working in a classroom setting, being exposed to P.D. and the daily routine of a classroom
1	certainly, no question, it's a win win situation particularly because of the enthusiasm, youth, energy, high skill levels (music/physical education etc.)
1	I would love to participate again
1	we have a quality person in the school and it sure would be nice to influence these students to teach in Scarborough
1	good opportunity for staff to share ideas and learn new techniques

1	we would most definitely participate again since this was such a valuable and worthwhile experience for both the teacher and the TAP student
1	I believe the T.A. program has been an enormous benefit to our school. Our teacher apprentice has provided our school with needed support staff. She is a caring individual who has displayed a love of teaching and children. She was not only receptive to suggestions made by staff, but also would initiate ideas and lessons on her own. Any school would be greatly enhanced by a teacher apprentice
1	absolutely, we all think it's a great idea, have seen great growth in the TAP students and please keep us in mind another time
1	extra assistance beneficial for students and teacher
1	good experience for TAP students
1	very helpful for staff
1	send us more teacher apprentices similar to our apprentice
1	support the concept, children benefit, candidate benefits.
1	staff has a very positive view of the innovative program
1	we would definitely be interested in continuing the program at Corvette
1	positive experience

PRINCIPAL SURVEY

Q7. Other comments

NUMBER OF COMMENTS	COMMENTS
1	In retrospect, we would not spread the TAP student throughout the school. She/he would be in the computer lab and one other classroom. In this way the student would learn specific skills in one classroom but be exposed to all age levels. This would give the student, we feel, more ownership of program.
1	an excellent program
1	a great way to attract excellent beginners to Scarborough
1	great opportunity for any school but a "must for program assisted schools where parent volunteers more difficult to entice into school and more difficult to accommodate skills, their interest and willingness to learn key assets
1	the TAP is an excellent program, in which the prospective teacher is given the opportunity to gain some experience in the classroom situation
1	thanks for the opportunity this year, our TAP student will make an excellent teacher
1	please sign us up for next year. It's a good learning experience for both the staff and the candidates. He was of real benefit to the grade 5/6 class as well as to our music program
1	for years even when I was in teachers' college I felt that apprenticeship was the best training for teachers. It is really encouraging to see Scarborough going this route.
1	several other staff members are very interested and eager to participate in the program
1	apprentice has been a welcome addition to our staff this fall. When he completes his teacher education, Scarborough would be wise to hire him
1	a great program, hope it continues to expand
1	an excellent program